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ABSTRACT

This paper presents the 1999-2000 report published by the Connecticut Board of Trustees of Community-Technical Colleges. It includes the following items: (1) a statement of mission and statutory responsibility of Connecticut's community colleges; (2) a description of the public services rendered by Connecticut's community colleges; (3) an outline of the 1999-2000 improvements/achievements of the community colleges, which includes a look at data and information management, community services, academic and student affairs, communication, labor relations--human resources, facilities, partnerships with state agencies and with business and industry, and instructional technology; (4) a statement about reducing waste; (5) a discussion on the Connecticut community-technical colleges system's strategic plans; (6) an outline of information reported as required by state statute, which includes the Labor/Management Committee's review of the Minority Fellowship Program, actions taken by the Chancellor and the Affirmative Action Officer, efforts of the ADA Task Force, training provided to college personnel by the Labor Relations and Affirmative Action staff, and a look at Community Study Circles on Race Relations; (7) a list of names, locations, and presidents of the 12 Connecticut community colleges; and (8) a list of the members of the Board of Trustees as of June 30, 2000. (VWC)

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ED 447 879

Connecticut Community Colleges

Education That Works For a Lifetime

Board of Trustees of
Community-Technical Colleges
1999-2000

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At a Glance

MARC S. HERZOG, *Chancellor*
***Established:* 1965**
***Statutory authority:* CGS 10a-71 through 10a-80**
***System office:* 61 Woodland Street, Hartford, CT 06105**

Average number of full-time employees	**2,232**
Average number of credit students	**38,942**
Number of non-credit/special registrants:	**103,000**
Recurring operating expenditures (in thousands of dollars)	
General Fund	**$112,996**
CTC Operating Fund	**$ 68,251**
Grants	**$ 24,651**
Capital Outlay	**$ 6,766**

***Structure:* a system of 12 colleges managed by an appointed Board of Trustees responsible for the system's growth and development, and whose operations are coordinated by the Chancellor's Office.**

Mission and Statutory Responsibility

The statutory responsibility of the community colleges, as reflected in Connecticut General Statutes 10a-80, is (1) to provide programs of occupational, vocational, technical and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state workforce needs; (2) to provide general programs including, but not limited to, remediation, general and adult and continuing education designed to meet individual student goals; (3) to provide liberal arts and sciences and career programs for college transfer; (4) to provide

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community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural and public interests; (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

Public Service

In the 1999-2000 academic year, Connecticut's community colleges completed their thirty-fifth year as public two-year colleges. The system served once again as the largest unit of higher education in the state, enrolling 48.8 percent of all undergraduates in public higher education. Fall 1999 headcount enrollment in credit courses totaled 40,065, a 1.8 percent increase from Fall 1998. Of these, 74.1 percent attended part-time, and 25.9 percent attended full-time. There were also over 103,000 enrolled in non-credit courses and credit courses for business and industry, and contract training.

The average community college student in1999-2000 was 30 years of age; for full-time students the average was 23 years, while for part-time students it was 33 years; 41.2 percent of the students in the system were age 30 or older.

Women made up 60.2 percent of the student population. Minority enrollments represented 25.3 percent of the student body, with African-Americans and Hispanics constituting 21.9 percent.

Students enrolled in occupational programs represented 43 percent of enrollment, and approximately 28 percent pursued Liberal Arts and Sciences and General Studies programs. The remaining 29 percent were not enrolled in a specific degree or certificate program. These data have remained constant over the past several years.

In accordance with the open door policy, students may enter community colleges and pursue their learning experiences at appropriate and realistic levels; certain specialized programs have additional entrance requirements reflecting the need for prior preparation. Primarily teaching institutions, the community colleges provide lifelong access to educational opportunities.

Improvements/Achievements, 1999-2000

Data and Information Management

Information technology is a critical strategic resource of the system. Students, faculty and staff require necessary access and services. Management information is a valuable resource that must be managed and coordinated in order to maintain its integrity and significance. The system is working toward a communications infrastructure that will accommodate existing needs and provide for integrated voice, video, and data transmission. During the 1999-2000 year:

- Further implementation of the Banner management information system was completed, which now includes the following modules: student recruiting/admissions, registration, accounts receivable, academic history (grades and transcripts), finance, budgeting, human resources, and financial aid.
- Web access to the Banner system for phase one (inquiry) for students has been implemented.

- All Banner modules and systems successfully passed actual Y2K rollover.

Community Services

The scope of activities in the School-to-Career and Technical Preparation programs has expanded during the 1999-2000 year. The community colleges helped organize and implement statewide conferences and workshops, and developed curriculum crosswalks showing the relationships between skill standards and program outcomes.

Academic and Student Affairs

- As part of its work to respond to changing needs, the Board of Trustees approved three new Associate Degree programs, 28 new certificate programs, 17 new options to existing programs, and 27 modifications to programs of all types. The Board also terminated three degree and four degree option programs.
- Of special note is the institution of a Computer Information Systems On-Line Degree Program with Network Administration Option and Web Publishing Option. This degree, accessible either on campus at Capital Community College or on-line through any of the 12 colleges, responds to the state's requirements for e-commerce training, as do the following new certificates:
  - Multimedia Web Design and Development Certificate, Middlesex CC
  - Computer Crime Deterrence Certificate, Naugatuck Valley CC
  - Information Technology Sales Certificate, Norwalk CC
  - Relational Database Certificate, Norwalk CC
- In direct response to a request from ESPN and in collaboration with ESPN representatives, Tunxis CC has developed a Television Operations Option to the College of Technology Technological Studies Pathway program.
- The common course number project is approximately 75% completed. The use of common course numbers will facilitate transfer for students, not only among the 12 colleges in the system, but also to the University of Connecticut and the units of the Connecticut State University system.
- A new Academic Standards project has already resulted in the adoption by the Board of Trustees of a common grading policy for use in all colleges. Further work is being done to develop common standards for semester and graduation honors, probation, dismissal, and withdrawal.

Communication

The market research projects initiated by the Board of Trustees in 1998, part of the strategic planning process related to marketing, were completed in 1999 with the conclusion of the Board's environmental scanning sessions. The final report showed:

- Students, alumni, and business clients categorized community college programs and services as highly satisfactory.
- Programs and services are regarded as highly focused on meeting students' needs for access to higher education and lifelong learning.
- Business and industry find the programs meet their needs for employee training and an educated, technically literate workforce.

- A lack of information about the breadth of programs and services is present in many areas.
- There is a need to integrate communication planning and delivery to meet community and consumer needs and to clarify system and college identities and mission.

The data collected on public perceptions and market expectations are now being used to inform the Board's decisions related to meeting the needs of students, community and government leaders, and state business and industry. At a time when economic prosperity relies in great part upon the levels and currency of workforce skills, the system recognizes a major interest in attracting and retaining learners, and in understanding and meeting their needs. A shift in emphasis to managing the overall presentation of communications through integrated marketing, strengthened retention efforts, and the use of information technology to support communication objectives is a key element in the system's efforts.

Labor Relations - Human Resources

Continuing efforts were made toward harmonizing collective bargaining agreements for the three groups of professional employees, represented by separate bargaining units. The results are negotiated agreements that placed all administrative employees in a common salary structure, and produced a harmonized workload configuration for faculty members.

As the result of a labor-management initiative, the system developed a new faculty evaluation process emphasizing professional development and providing for systematic student input into faculty ratings. A new evaluation process was also developed for management employees, emphasizing performance planning and defining success in terms of meeting performance goals.

Recognition of the importance of computer literacy was achieved in collective bargaining with the negotiation of language stressing the need for faculty and staff training and the set aside of funds to support efforts directed to this end.

An initiative to revise and update systemwide job descriptions was undertaken. The project is expected to result in the reduction of the number of different descriptions, resulting in greater consistency and easing administration of the classification system.

Facilities

The system completed its third year of implementation of the Governor's Community College 2000 five-year capital improvement plan. In November 1997, Governor Rowland announced his commitment to a five-year, $320 million capital improvement plan to upgrade, modernize, and improve the state's community colleges. The plan includes campus development, expansion, and consolidation at Capital, Gateway, Manchester, Naugatuck Valley, Northwestern Connecticut, Norwalk, and Three Rivers Community Colleges. Funding for larger campus renovations and improvements are included for Middlesex, Naugatuck Valley, Northwestern Connecticut, and Tunxis Community Colleges. Additional funding has been made available for a capital infrastructure investment to address code compliance, ADA, and deferred maintenance

projects. System funding authorizations for capital equipment and technology are also included in the plan. During FY2000:

- A final decision was made to consolidate and relocate Capital Community College to the former G. Fox building in downtown Hartford. Funding for design and project construction has been bonded. The college is expected to move into its new home in time for the 2002-03 academic year.
- Construction on the first phase of Manchester Community College's campus development project neared completion. The new state-of-the-art library and learning resource center will open in the Fall 2000 semester. The second phase will begin during FY2001, and replace existing temporary buildings.
- Multiple classroom and technology laboratory renovation projects were designed and constructed.
- The first phase of the campus technology infrastructure plan was implemented.
- Major upgrades to the heating, ventilating, and air conditioning plant at Middlesex Community College were completed.
- Funding was allocated for a major reconstruction of the roof and exterior wall replacement at Naugatuck Valley Community College.
- Renovation and improvement of the Main Stage Auditorium at Naugatuck Valley Community College was begun, thanks to the generous private donation of one million dollars. These renovations will allow the auditorium to serve as the permanent home of the Waterbury Symphony Orchestra. Completion is projected for early 2001.

Partnerships with State Agencies and with Business and Industry

- Through the In-Service Training Program, a partnership with the Department of Administrative Services, the colleges provided training to more than 10,000 state employees from more than 60 agencies. DAS extended the partnership for another three years.
- The Connecticut Precision Machining Institute (PMI) expanded to include six colleges and secured $2 million in funding for related programs. PMI responded to the long-term training needs of dozens of manufacturers including, but not limited to, Pratt & Whitney, Cuno, Tyco, and the Aerospace Components Manufacturers (a cluster of small aerospace suppliers).
- More than 250 companies were referred to the colleges for training or related services under the Department of Labor's customized job training program.
- In response to a statewide certification need, the colleges designed, developed, and delivered a customized certification program for the Department of Mental Retardation (DMR). DMR certifies more than 1,500 non-professional group home staff each year, and the colleges received an annual contract to serve this group.
- The colleges continue to participate in the national workforce development initiative, America's Career Kit. As part of that initiative, the colleges worked in partnership with the U. S. Department of Labor, the funding source, to design a course description mechanism for integration in the Banner system. With this new tool, catalogues can be created directly from the web.

Instructional Technology

- As a result of the identification of technology training needs for faculty and staff, the PC Core Competency Training Program has provided on-going technology training in the major PC office applications as well as Internet and Web technology, through training classes provided at the community colleges. The program has also been expanded to include training sessions that help users learn how to integrate data from the community college system's Oracle database system, Banner, into office applications such as Word, Excel, and Access.
- The College of Technology was awarded a National Science Foundation Advanced Technology Grant for $100,000 for the year. The grant assists the College of Technology with strengthening the engineering and technology curriculum by developing industry-based projects that can be integrated into engineering and technology courses.
- As a member of the Connecticut Distance Learning Consortium, the system colleges have authored more than 40 courses for distance delivery through the consortium.
- Community College Instructional Television-CCIT (now called CPTV2), is in its nineteenth year of providing instructional and informational programming to more than 700,000 homes.
- The community colleges have entered into a partnership with Connecticut Public Television, the Connecticut Public Affairs Network, and the New England Cable Television Association to provide legislative, executive, and judicial television coverage on CPTV2.
- Live instruction via compressed video is now being delivered by two of the community colleges, enhancing student access to courses.

Reducing Waste

- By adding new certificate programs, and options to existing associate degree programs, the colleges are able to offer many more programs to students, at no additional cost, since the new certificates and options are reconfigurations of existing programs.
- The implementation of the Banner management information system has begun, allowing the system to reduce the number of data entry actions needed and to integrate material from the 12 colleges in the system for easier access.
- The colleges have terminated several degree and certificate programs that had low enrollment and low degree productivity.

Strategic Planning

The system has completed a draft strategic plan. In a process that begins with the colleges' strategic plans, the system strategic plan will focus on the following goals:

- Best Practices: 21st Century Academic Models: improved or new academic structures, practices, and programs providing access to learner-centered education and skills based on national skill standards
- Workforce Development: education and training in response to employer needs and the state's interest in business development and technology

- Communication: better definition and promotion of the system and its colleges.
- Finance/Resource Development: appropriate resources to promote student success, optimum efficiency in operations, and effectiveness in service.
- Technology: enhanced information technology and infrastructure in support of academic, administrative, and human resource services.
- Management of Human Resources: enhancing the management of human resources and labor relations within the system.

Information Reported as Required by State Statute

The Chancellor's Office continues its efforts to develop and implement innovative programs structured to create opportunities to achieve the full and fair participation of all protected group members.

- The Labor/Management Committee reviewed the Minority Fellowship Program sponsored by the Board of Trustees in cooperation with the three professional employee unions to determine its effectiveness.
- The Chancellor and the Affirmative Action Officer met regularly with minority leaders to determine community needs and encourage support for various recruitment and diversity initiatives.
- The ADA Task Force continued to work with the twelve colleges in their efforts to implement the ADA and Section 504 of the Rehabilitation Act of 1973.
- The Labor Relations and Affirmative Action staff provided training to college personnel in the use of various grievance procedures: affirmative action, student, and ADA.
- Community Study Circles on Race Relations, a program sponsored by the Office of the Secretary of the State, established study circles at Asnuntuck, Capital, Gateway, Three Rivers, and Tunxis Community Colleges.

Names, Locations, and Presidents of the 12 Community Colleges

Asnuntuck CC, Enfield – Harvey S. Irlen
Capital CC, Hartford – Ira H. Rubenzahl
Gateway CC, New Haven – Dorsey Kendrick
Housatonic CC, Bridgeport – Janis Wertz-Hadley
Manchester CC, Manchester – Jonathan M. Daube
Middlesex CC, Middletown – Cathryn L. Addy, Acting
Naugatuck Valley CC, Waterbury – Richard L. Sanders
Northwestern CT CC, Winsted – R. Eileen Baccus
Norwalk CC, Norwalk – William H. Schwab
Quinebaug Valley CC, Danielson - Dianne Williams
Three Rivers CC, Norwich - Booker T. DeVaughn, Jr.
Tunxis CC, Farmington – Clifford Williams, Acting

Members of the Board of Trustees as of June 30, 2000:

Lawrence J. Zollo, Waterbury, chairperson; Murali Atluru, North Haven; Bryan N. Anderson, Milford; Maureen M. Baronian, West Hartford; Louise S. Berry, Danielson; Dorothy K. Bowen, Eastford; Reverend David L. Cannon, Preston; C. Charles Chekas,

Middlebury; Luis E. Gutierrez, Manchester; William R. Johnson, Glastonbury; Jules Lang, Norwalk; Raymond Rivard, Middlebury; Hector Rodriguez, Bridgeport; Lisa Noel Ruzika, Waterbury; Marie M. Spivey, Hartford; Nancy B. Stolfi, Wolcott; Virginia D. Zawoy, Clinton